



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## NEWS AND NOTES

### THE ASSOCIATIONS

#### NEW ENGLAND

At the March meeting of the New England Association of Teachers of English the secretary reported a membership of just over nine hundred persons, distributed over thirty-five states—the New England membership, naturally, preponderating.

The general topic of the meeting, which was in charge of the president, Miss Katharine Shute, of the Boston Normal School, was the improvement of English instruction by the wider use of nature-study. Direct observation should be encouraged in the pupils, with the realization that the truthful portrayal of what the pupil has seen is the real object sought by the teacher. Nature-study might become a counter-attraction to less desirable things, such as the movie and the dance.

Miss Forbes's remarks on modern poetry brought out the thought that poetry of ideas is usually better appreciated by boys and girls than poetry of nature. Modern poetry has the advantage over standard poetry of being more readily understood—language setting and subject come more within the ken of the modern boy. She mentioned Masefield's *Reynard the Fox* as a poem that had been devoured by her pupils.

Mr. George Browne's illustrated discussion of summer journeyings through our national parks afforded much pleasure—aesthetic and sympathetic—to the members of the association. His remarks on the subject of what lies behind our feeling for and appreciation of the beauties of natural scenery were new and striking.

We are progressing very comfortably in a quiet way, and look forward to another year of friendly help and co-operation. The officers for 1922-23 are: President, Professor K. G. T. Webster, Harvard University; vice-president, Miss Sally Freeman Dawes, Quincy High School; secretary-treasurer, A. Bertram deMille, Winthrop Highlands, Massachusetts; editor, Charles Swain Thomas, Harvard University; executive committee (with the above) Orren H. Smith, Northwestern College; Dr. C. A. Cockayne, Springfield Technical High School; Miss Caroline M. Doonan, Newton Technical High School; Dr. Percy W. Long, State Department of Education; Professor Ada L. Snell, Mount Holyoke College.

A. B. DE MILLE

## NEW HAMPSHIRE ASSOCIATION

The second annual meeting of the New Hampshire Association of Teachers of English was held at the high school, Concord, January 28, 1922. At the morning session, Miss Murphy, of Manchester, spoke on the advantages of a European trip to teachers of English. Miss Swain, of Laconia, gave a summary of the ideas of a dozen superintendents in regard to the faults of teachers of English. In the informal discussion Mr. Clayton, of Concord, spoke on co-operation and the findings of the Concord survey. At the business meeting which followed, the reports of the committee were made and the following officers for 1922 were elected: President, Miss Edith Swain, of Laconia High School; vice-president from senior high schools: Miss Mildred Flynn, of Dover High School; vice-president from junior high schools: Miss Agnes Gardner, of Nashua Junior High School; vice-president from private schools: Mrs. Clara Currier, of Proctor Academy; secretary-treasurer: Miss Minna Boomer, of Portsmouth High School; librarian: Mr. Francis T. Clayton, Assistant Superintendent of Schools of Concord. The executive committee (in addition to the officers) now consists of: Dr. Alfred E. Richards, New Hampshire State College; Mrs. Blanche Butterfield, Berlin High School; Mr. Thomas K. Fisher, St. Paul's School, Concord.

An informal luncheon was served at the school.

At the afternoon session Assistant Professor Pottle, of New Hampshire State College, outlined the purpose and working plans of the New Hampshire College Interscholastic Debating League, and Mr. May, Deputy Commissioner of Education, spoke upon the topic, "What Is a Book?"

MINNA G. BOOMER, *Secretary*

## NORTH CAROLINA MEETING

The fourth annual conference of the North Carolina Council of English Teachers was held at the North Carolina College for Women, Greensboro, on March 17-18, 1922, with a representative attendance of teachers from the high schools and colleges of the state. Professor Charles Swain Thomas, of Boston, made the chief address before the council, and also conducted an interesting round table session on the second day of the conference. Mr. Thomas spoke on "Literary Appeals That We and Our Students Can Cultivate." He pointed out the three appeals in literature teaching—to the intellect, to the emotions, and to the will. Miss Eleanor Stratton, of the Asheville High School, discussed

"Special Problems in English Composition." Miss Stratton exhibited many of the "projects" carried out by the students throughout the year. She urged as great publicity as possible for the written work, and thought each exercise should lead to a definite, concrete end. Professor Edwin F. Shewmake, of Davidson College, spoke on "Writing through Reading." Professor A. C. Hall, of the North Carolina College for Women, made an interesting report on the last meeting of the National Council of English Teachers, which he attended as director from the North Carolina Council.

A most interesting report of a special committee on "Minimum Requirements" was presented by the chairman, Professor C. A. Hibbard, of the University of North Carolina. Professor Hibbard's committee has been working for the past year on this report, which suggests minimum requirements for achievements in English composition for each year from the third year of the graded school through the high school. The report deals with practical things that can be done, and will be published as soon as possible for general distribution to English teachers throughout the state. Another committee, with Miss Laura Tillett, of the Raleigh High School, as chairman, has brought together a useful collection of pamphlets, bulletins, and magazine articles bearing on various phases of English teaching. These "English Libraries" will be made available to the teachers of the state.

During the coming year the council will make a study into the conditions governing the teaching of English in the schools of North Carolina and a special committee will report on these conditions at next year's meeting. Professor C. A. Hibbard was elected president of the council for next year; Miss Eleanor Stratton, of Asheville, was elected vice-president; Miss Meta Eppler, of the Durham High School, secretary; and Professor Richard H. Thornton, of the North Carolina College for Women, reportorial secretary. Professor Hibbard and Professor A. C. Hall were elected as directors of the National Council.

---

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

### REPORT OF THE COMMITTEE ON ENGLISH

Since 1917, the North Central Association has had no representation on the National Committee for Uniform College Entrance Requirements in English. In 1921, the Commission on Unit Course and Curricula, in view of this situation, appointed a Committee on English for the purpose of considering the following questions:

1. Shall the North Central Association permit the present situation to continue?

2. Shall the North Central Association again seek representation in the Conference on Uniform College Entrance Requirements in English?

3. Shall the North Central Association formulate college entrance requirements of its own to meet the special requirements of North Central secondary schools and colleges?

The Committee appointed to consider these questions consists of Clarence Stratton, director of English in the Public Schools of Cleveland; Miss May McKittrick, head of the English Department in the East Technical High School, Cleveland; Charles L. Spain, Deputy Superintendent of Schools, Detroit; Fred N. Scott, professor of rhetoric in the University of Michigan; E. H. Kemper McComb, principal of the Emmerich Manual Training High School, Indianapolis; C. S. Pendleton, assistant superintendent of schools, Winnetka, Illinois; R. L. Lyman, professor of English in the University of Chicago; Henry S. Crane, examiner for the Chicago Board of Education; T. W. Gosling, superintendent of schools, Madison, Wis.; Marjorie H. Nicolson, instructor in English, University of Minnesota; Sarah T. Muir, head of the English Department of the Lincoln High School at Lincoln, Nebraska; E. E. Chiles, Ben Blewett Junior High School, St. Louis; Frederick H. Bair, superintendent of schools at Colorado Springs; J. W. Searson, professor of English, University of Nebraska; Edwin L. Miller, director of Languages in Detroit, Chairman.

This committee met in Chicago at Thanksgiving and decided to formulate a series of new entrance requirements for the North Central Association. It met again in Chicago on February 27-28 and adopted the report which follows, recommending that North Central Colleges be asked to print it in their catalogues as a statement of college entrance requirements. Both report and recommendation were adopted unanimously by the North Central Association at its session Saturday, March 18, 1922.

#### COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS

1. The high-school course in English should be organized primarily with reference to basic personal and social needs.

2. To the study of English should be devoted not less than five units in Grades VII-XII, with additional electives in Grade XI or Grade XII.

3. English comprises two subjects, language-composition and literature-reading.

4. Though related, these involve radically different pedagogical methods. Hence in the course of study they should be separated. This does not mean, however, that literature is not to be used in the composition class. Effective expression is helped by the use of literary models and constant insistence upon good, fluent, and accurate expression in all subject-matter classes, including those in literature. The separation of literature-teaching from composition-teaching makes possible the selection and use of the right models.

5. The aim of composition-teaching is to give the learner the power to communicate his ideas to others. Its subject-matter is the whole body of the pupil's ideas, emotions, and aspirations. Its medium is the English language. It therefore touches life everywhere and touches literature every time a pupil has an opinion to express either orally or in writing, because literature furnishes models of expression.

6. Since it touches life everywhere, composition can be taught successfully only through the interest of English teachers in the writing and speaking of pupils in all subjects and through the supervision of all teachers in the oral and written reports of their own pupils.

7. Language-composition includes several subjects, among them being oral expression, grammar, rhetoric, and written expression (which includes spelling, punctuation, and capitalization). It is best taught by the following cycle of processes: (1) the choice of subject; (2) the gathering of material; (3) the organization of material; (4) oral composition; (5) written composition; (6) revision; (7) publication.

8. The aim of literature-reading instruction is to develop in pupils the power to understand, feel, and appreciate the ideas, emotions, and aspirations of others. As a vehicle by which thought and feeling about subject-matter are transferred from mind to mind, it touches all content subjects.

9. Like composition, literature includes several subjects, among them being reading both silent and oral, oral and written discussion, declamation, dramatization and dramatic presentation, and the history of literature.

10. The study of literature should create in pupils a desire to read and the habit of reading. It should be conducted so as to form in the learner well-defined tastes with regard to the type and the quality of his reading and so as to enable him independently to select books for his avocational and vocational reading. This means the provision in the classroom of many books of many types and the abandonment of that type of course of study which tries to satisfy these aims by the

use of a very limited number of books. It does not mean that the intensive study of a few great books should be eliminated.

11. The individualization of instruction is of great importance. For example, children whose language habits are natively correct should be excused from drill lessons in grammar and other drill subjects. On the literature side this principle should operate so as greatly to increase the amount of independent reading.

12. At the end of Grade VI pupils should be able: (1) to express clearly and consecutively, either in speech or writing, ideas which are familiar; (2) to avoid gross grammatical errors; (3) to compose and mail a letter; (4) to spell their own vocabulary; (5) to read silently and after one reading reproduce the substance of a simple story, news item, or letter; (6) to read aloud readily and intelligently simple news items, lessons from textbooks, or literature of such difficulty as "The Ride of Paul Revere" or Dickens' "Christmas Carol"; (7) to quote accurately and understandingly several short poems, such as Bennet's "The Flag Goes By" and Emerson's "The Mountain and the Squirrel."

13. Building upon this foundation, when it exists, and upon the actual attainments of pupils when it does not exist, there should be organized in each high school a course in English to meet the aims and principles set forth above. The details of such a course must vary to satisfy the requirements of different communities and of pupils of different grades of intelligence. A highly condensed outline of such a course follows:

To composition and literature, alternating by semesters or by shorter periods, should be assigned five recitations or conferences of forty-five minutes a week, or an equivalent. General or home reading by individuals should be required throughout. Proper emphasis should be placed both upon speaking and writing and upon oral and silent reading.

#### GRADE VII

A. *Composition*.—The materials for composition in Grade VII should be derived from the children's play; their work in school and out; their direct observation of processes, scenes, objects and occupations; the books they read; and their imagination. The nature and spirit of written work most appropriate for this grade may be found in informal letter-writing which draws its content from the sources named earlier in this paragraph. Formal compositions and themes assigned as such should be discouraged.

B. *Minimum essentials*.—To secure correctness there must be attained a mastery of certain fundamentals in the technique of language. In Grade VII there should be investigation of the language habits of all pupils so that instruction may begin at the proper level. The aim should be to master these topics:

recognition of the parts of speech by function; subject and predicate, object, predicate noun, and adjective; inflection of nouns and personal pronouns for number and case; the idea of tense; clauses and phrases as groups of words with the functions of single words; and necessary punctuation. Words used in all school subjects must be spelled correctly.

C. *Reading*.—For the general reading in this and the following grades there should be provided a wide range of books, papers, and magazines dealing with wholesome living, worthy home membership, vocations, citizenship, the worthy use of leisure, and right conduct. Poetry, fiction, science, art, ethics, civics, sociology, history, biography, and travel should be included, both new and classic. For class work in Grade VII some of the shorter poems of Longfellow and Whittier, *Miles Standish*, *Evangeline*, *The Great Stone Face*, *Rip Van Winkle*, *The Legend of Sleepy Hollow*, *Treasure Island*, *The Gold Bug*, *Stories of King Arthur*, and *The Jungle Books* are of about the right grade of difficulty.

D. *Individual needs*.—In line with the foregoing paragraphs, in Grades VII, VIII, and IX there must be recognition of the wide range of differences in language attainment found in any group of pupils. By the use of objective measurements weaknesses and proficiencies may be discovered, the needs of individuals diagnosed, and suitable materials of instruction determined. Instruction in language control must increasingly turn away from uniform class procedure toward differentiation and adaptation to individual needs.

#### GRADE VIII

A. *Composition*.—In addition to the composition materials suggested for Grade VII it is advisable in Grade VIII to use civic questions, imaginary journeys, admirable characters in life or books, questions of school life, and trips. These subjects may be treated in expositions, narratives, descriptions, conversations, discussions, and letters. Particular attention should be given, in this and all subsequent grades, to the art of making well-organized, fluent, and correct recitations and reports in other subjects. Progress should be made in the planning of themes, and manipulation of sentences, spelling, and punctuation.

B. *Grammar*.—The study of grammar in Grade VIII should add a mastery of the essential elements of the sentence (subject, predicate, modifiers, connectives), of clauses as parts of compound and complex sentences, of common and proper nouns, of classes of pronouns, of the person, number, and voice of verbs, of the classification and comparison of adjectives and adverbs, of the choice of prepositions, of conjunctions as co-ordinating and subordinating.

C. *Reading*.—As material for class work in literature in Grade VIII some of the short poems of Holmes, Lanier, Riley, and Field, *Snowbound*, *The Lay of the Last Minstrel*, *Horatius*, *The Tales of a Wayside Inn*, Norse myths, Cooper's novels, *Kidnapped*, *Captains Courageous*, *Rebecca of Sunnybrook Farm*, *A Midsummer-Night's Dream*, *The Tempest*, Franklin's *Autobiography*, and Warner's *In the Wilderness* offer a reasonable range.



## GRADE IX

A. *Composition*.—Particular vocations and current events may be added in Grade IX to the composition materials. The most available means of attaining clearness, force, and interest in composition should be presented informally; the chief features of explanation and narrative should be learned inductively; much drill should be devoted to social and business letters, spelling, word structure, and punctuation. At the end of Grade IX a pupil should be able to avoid any ordinary error in grammar, to improve expression by varying grammatical structure, and to write good social and business letters.

B. *Grammar*.—Such grammar should be taught as is necessary for use or to supplement previous deficiencies.

C. *Reading*.—Among the poems suitable for Grade IX are "Hervé Riel," "The Courtin'," "The Lady of the Lake," "To a Skylark," "The Concord Hymn," "On First Looking into Chapman's Homer," "My Captain," "To Helen." Poe's *Purloined Letter*, Hawthorne's *Ambitious Guest*, O. Henry's *Chaparral Prince*, Davis' *Gallegher*, and Hale's *Man Without a Country* are the kind of stories recommended for this grade. *Ivanhoe*, *Quentin Durward*, and *Kim* are desirable novels; *Julius Caesar* is the best play; Irving's *Christmas Sketches* are useful; and Palmer's *Odyssey* and Bryant's *Iliad* (in part), with related myths, are well-nigh indispensable.

## GRADE X

A. *Composition*.—To the work in composition Grade X brings a wide range of new school studies, social relations, and knowledge of the world's work and play. In the field of rhetoric it is the time to study the building of paragraphs, sentence manipulation (particularly clearness through connectives, the correct placing of modifiers, and unmistakable reference), conciseness, word-building. Spelling and punctuation must not be forgotten. To the forms already used may now be added telegrams, news stories, editorials, advertisements, and the dramatization of situations. The products should be greater clearness and force in speech and writing, increased power of persuasion, ability to handle the simple problems of business correspondence, and the habit of using the newspaper rightly.

B. *Reading*.—For poetry in Grade X, "The Vision of Sir Launfal," "Enoch Arden," "Ulysses," "The Eve of St. Agnes," "The Ancient Mariner," *The Idylls of the King*, "Bannockburn," and "Sohrab and Rustum" are recommended; for plays, *Henry V*, *As You Like It*, *The Bluebird*, *The Piper*, and *Abraham Lincoln*; for fiction, *Lorna Doone*, *Silas Marner*, *A Tale of Two Cities*, *Ben Hur*; for other prose, *The Alhambra*, *Travels with a Donkey*, Burroughs' *Essays*, Lincoln's "Gettysburg Address."

## GRADE XI

A. *Composition*.—In Grade XI the work in composition should become more definitely technical. The secrets of literary effect should be studied. Outlines, themes, debates, parliamentary usage, related letters, short articles,

editorials, and descriptions may be produced. Particular emphasis must be placed on wealth of material, effective organization, and correct technique.

B. *Literature*.—Some attention should be given in Grades XI and XII to the history of literature. This may be illustrated by *Macbeth*, *Hamlet*, Milton's *Minor Poems*, *She Stoops to Conquer*, Boswell, Burns, Wordsworth, Macaulay's *Essays*, and the novels of Jane Austen, Dickens, Thackeray, Hawthorne, and George Eliot. Provision should also be made for the study of speeches on citizenship and of the best modern prose and verse.

#### GRADE XII

A. *Composition*.—In Grade XII pupils who have done with credit the work outlined for previous grades should be permitted to follow up their special interests in order to prepare them for their vocations. Among such special interests are newspaper work, commercial correspondence, advertising, debating, the short story, verse writing, dramatization, scientific description. Pupils who show marked deficiency in the work outlined for previous years, on the other hand, should be given individual attention or grouped in drill classes according to their needs.

B. *Literature*.—Similarly in literature there may be in Grade XII a number of courses, to be elected by pupils according to their aptitudes. Among these might be the drama, the novel, short stories, speeches, essays, poetry, or the work of a single author.

Three possible organizations, indeed, may be suggested for the literature work in Grades X, XI, and XII. First, Grade X may be devoted to a chronological survey of American and Grades XI and XII to a chronological survey of English literature. Second, each grade may be set aside for the study of one or more types of literature, each to be traced historically. Third, books may be selected with a view to proper variety within the range of the tastes of a given group of pupils.

14. To attain the ends outlined above, encouragement should be given to school papers, dramatics, debating, public speaking, literary clubs, and such other agencies as supply proper motivation to students.

15. The number of pupils in composition classes must not be excessive.

16. Suitable libraries, trained librarians, and special instruction in the use of libraries are necessary.

17. Special English rooms, equipped with books and filing devices are as necessary as are laboratories for the study of biology, chemistry, and physics.

18. Properly trained teachers are indispensable.

19. At the end of Grade XII, the average graduate should possess a working knowledge of the essentials of good usage, should be interested

in the correct and fluent use of the English language both in speech and writing; as an ideal at least should regard slovenly English as being in the same category with soiled hands; should have a habit of correct speech; and should possess some power in its effective use. On the appreciation side he should know the main facts of the history of English and American literature and be familiar with a few great books (say some of Homer, some of Shakespeare, and some of the Bible); should have an interest in reading and a somewhat cultivated taste in books; should have the habit of reading for pleasure; and should possess the power to read intelligently.

The foregoing plan should be conceived of as temporary and subject to revision in the light of further study and experience. The committee regards it as sufficiently conservative and at the same time progressive enough to justify its adoption at the present time, but recommends that it be revised at intervals of three or four years so that full advantage may be taken of the best modern thought and experience. For example, the establishment of clinics in spelling, handwriting, and silent reading may be safely recommended at this time as experiments which may ultimately result in a better adjustment of the English teacher's load, in important reductions in the cost of English teaching, and in the improvement of the product of that teaching.

---

### THE PERIODICALS

#### THE POETRY OF THOMAS HARDY

A discriminating analysis of the poetry of Thomas Hardy, by J. M. Hone, appears in the *Living Age* under date of April 1, reprinted from the *London Mercury* of February. "Opinion," says Mr. Hone, "in regard to the poetry of Mr. Thomas Hardy is curiously divided. There are some—perhaps only a few, but they are persons of consideration—who have not hesitated to say that he stands out in the present age, for his verse alone, as a supreme master." Others frankly condemn the poet. The critic admits, "It is certainly true that Mr. Hardy has qualified more than once for inclusion in an anthology of the Hundred Worst Poems by Famous Writers." Still a third class of readers "scarcely think of Mr. Hardy as a poet at all." Mr. Hone feels that in a discussion of Hardy's poetry the essayist has two tasks: one to account for "the bad work which he has—so astonishingly!—let see the light;" the other to study the poet's philosophy, "for no other English poet of Mr. Hardy's lifetime and rank has made so determined an attempt to present a consistent attitude toward the world."

Three poems he cites—"Ah, Are You Digging on My Grave?" "By Her Aunt's Grave," "Royal Sponsors"—as "curious in that Mr. Hardy should have imagined that he or anyone else could have brought the thing off." He calls the plots "horrid" and says that "Mr. Hardy is fond of 'poetizing among the tombs' as Nietzsche said of Dante."

You do not go to Hardy's poems "to learn the beauty of resignation," says Mr. Hone; "search in them for the moral wisdom of Marcus Aurelius and you will be disappointed; but they are almost perfect as the self-expression of a poet for whom memory has become the whole of reality." Mr. Hone closes with the observation that Hardy's love of country is "something wholly natural, with roots in the soil, and free of all suspicion of contact with current literary and political affectations."

The same issue of the *Living Age* carries one of Hardy's lyrics entitled "Voices from Things Growing." In each stanza some person long dead addresses himself to "Sir or Madam" in the voice of a bird, an oak tree, a laurel or "something growing" and identifies himself as Fanny Hurd or Bachelor Bowning or someone else.

SARAH T. MUIR

LINCOLN HIGH SCHOOL  
LINCOLN, NEBRASKA

---

#### HIGH-SCHOOL SPELLING

John A. Lester, of the Hill School, presents in the February and March numbers of the *Journal of Educational Psychology* "A Study of High School Spelling Material" based upon the errors in the English papers presented to the College Entrance Examination Board in the years 1913-19. He found 2,602 words misspelled, and 14,002 misspellings; 10 words were responsible for more than 6 per cent of the errors; 50 words for nearly 20 per cent; and 775 words for practically 75 per cent. The ten most missed words with the number of errors for each were *too* (167), *its* (160), *believe* (77), *together* (73), *their* (66), *principal* (63), *committee* (62), *therefore* (61), *separate* (61), *pleasant* (59). One-fourth of these misspellings are due to derivatives and one-half to carelessness and inattention rather than ignorance. Each word has one prevailing, typical misspelling, which on the average accounts for three-quarters of the errors. Classified for the sake of teaching, the errors fall into the following major groups: word-compounding 15.9 per cent; prefixes and suffixes 15.4 per cent; confusion due to like sound or appearance 13.3 per cent; mispronunciation 12.1 per cent; use of the apostrophe 8.2 per cent. Seventeen other classes account for the other

40 per cent of the misspellings. The four commonest and most useful rules cover conjointly less than 12 per cent of the total errors. Mr. Lester concludes that spelling instruction in high schools should be based upon the word frequencies in the misspellings actually occurring in free written composition, that the words should be presented with insistent emphasis upon those critical points that cause three quarters of the errors, and that the formation of habits of accuracy and attention in writing and in revising written work is of paramount importance.

#### GEOGRAPHY IN HOME READING

In the *School Review* for March, Hazel E. Koch discusses "The Value of Books Recommended for High-School Students in Widening the Geographical Horizon." Following the *Report on Reorganization of English in Secondary Schools*, she considers not merely acquaintance with the physical features of other countries but also the development of international human sympathy. Her assumption is that this imaginative experience with other lands and peoples should be a prominent feature of the home reading. Miss Koch finds the various parts of the United States adequately revealed, England satisfactorily pictured, France and Canada not so well revealed; Greece, Italy, Russia, Sweden and Norway, Spain, Palestine, and India need more general and frequent attention; and other parts of the globe receive entirely inadequate treatment. She therefore calls for a search of our literature to find books which will cover these bare spots, and for the provision by translation or creation of materials still needed.

#### COMMUNITY-LIFE ENGLISH

Believers in the teaching of composition by means of undertakings will applaud Howard C. Hill's third article on the "Opportunities for Correlation between Community Life and English," which appears in the March issue of the *School Review*. He shows conclusively that community life provides subject-matter in which children can be interested, and topics concerning which each pupil knows or can find out something that his mates do not know; in short, it provides pupils with something to say and a real audience. As in the preceding articles on the same topic, Mr. Hill assumes a combined civics-and-English course. The three articles are now available as a reprint.